

PROBLEMS ON STUDENTS' NARRATIVE WRITING: SFL ANALYSIS AND PEDAGOGICAL IMPLICATION

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ABSTRACT

This paper aimed to describe the students' problems in narrative writing. The population of this research involved 38 students of senior high school students at one of senior high school in Riau province. This research employed purposive sampling method as it selected one student's writing as the sample. The sample was chosen based on the consideration that it covered the general problem of the whole population. This study employed the descriptive qualitative method. The data obtained were analyzed using systemic functional perspectives that involved there metafunctions. The result showed that the student's major problem in writing a narrative text was in interpersonal and experiential metafunction. Students' mostly employed simple present form in describing the finite. Besides he also has problems with some problems are also happened in determining the participants or subjects, pronoun, modality, and empty theme . To cover these problems it was proposed problem-solving approach as the pedagogical implication. Problem-solving approach is believed to be appropriate for students as it not only improves student cognitive aspects in terms of communicative skills, but also empower students' psychology aspects to be an active learner that create their own solution towards the problems they faced.

KEYWORDS: Narrative Text, Student's Narrative Writing, Systemic Functinal Grammar & Problem Solving Approach

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INTRODUCTION

The newest Indonesian curriculum, 2013 curriculum demands students both junior high school and senior high school to master narrative text. Mastering narrative text is done through spoken and written text practices. Narrative writing for students is aimed to make them able to write an imaginative story and to get moral values form a particular story. However, writing a text might be challenging for students, especially for EFL students. Writing in the different language might create difficulties because writing in their L1 is different with writing in their L2 in terms of linguistics structures (Maarof, Yamat, & Li, 2011). Therefore, students writing task might contain some errors that might be caused by L1 interference. Myles (2002) adds further about the factors affecting students' errors in writing. He emphasizes those students difficulties in writing might be caused by social and cognitive factors. Social factors consist of intrinsic motivation, target culture, and negative attitudes towards the target language (Myles, 2002). Meanwhile, cognitive factors involved the ability to communicate in the target language and the ability to construct a text.

Regarding those urgencies, it is essential to investigate about what kind of errors that frequently employs in students' narrative text. Therefore analyzing students' narrative writing using systemic functional linguistics perspectives is worth to do. Unlike traditional grammar, systemic functional perspectives not only emphasize on the form but also to the function of particular language work. Analyzing students' work using systemic functional grammar enables teacher to get information about the lackness and difficulties faced by students in writing task. It also will

provide information about what should be fixed and how to cope with students' errors in writing. As it stated by Myles (2002) that writing instruction might be beneficial for students if the teacher takes the writing errors as the consideration to design the instruction plan.

In analyzing student's writing text this paper employs not only grammatical or syntactical analysis, but it also emphasizes on systemic functional linguistics analysis. It is important to do because the teacher needs to pay attention to what student do with the text at each level of interpersonal, experiential, and textual meaning (Correa&Domínguez, 2014). Therefore this paper aims to present the analysis of student's narrative writing based on SFL perspectives some problems of those three metafunctions are identified. Besides this paper also try to propose pedagogical implication as an action to heal students' difficulties in writing narrative text.

Narrative Text

Narrative text is a kind of text that tells about series of events happened to the characters within a particular place and time (Knap&Watkins: 2005). This type of text aims to entertain the reader through both real and imaginary characters and events (Suherdi: 2013). The story is presented through some problems faced by the characters, it leads to climax then ended with the solution. There is various type of narrative that tells us about specific character and events, for example, fairy tale, fable, myth and legend, etc. (Derewianka: 1990). Fairy tales mostly tells about the magical or fantasy characters that are usually made for children literary. Legend and myths usually relate to the historical era, and it often has hero as the main character. Meanwhile fable is a story about animals that have characteristics like a human, for example they can talk and run lifelike a human does.

Like other types of text, a narrative has its own generic structure that differentiates it with other text types. The generic structures of this text are orientation, complication, and resolution (Knapp & Watkins, 2005). First part, orientation introduces the characters (participants) and setting of the story. The setting covers time, place, and atmosphere. It usually answers questions who, what, when, and where (Knap & Watkins, 2005). First, question *who*, indicates the participants involved in the text. There usually involves main and supportive characters. The characters that might involve in story depend on what type of narrative it is. If it is a fable, the common participants are animals. In orientation, it is also developed the personality of each character involved in the story. Each type of narrative might have different specific character. For example, common characters involved in fables are animals or plan which characterized like a human (can talk). Second, the question *when*, indicates the time the story has happened. The story commonly happened in the past, therefore time conjunction that usually stated in this part are one day, once upon a time, etc. However, the third question *where* indicates the place the story takes place. Each type of narrative has its own specific place setting. For example, fairy tale usually has a castle, a kingdom, or particular suburb area as the place setting. While fable might happen in the forest, and myth or legend has a kingdom and country as the place setting. In addition, the atmosphere is presented in orientation aims to bring the readers' involvement into the story. To make the readers feel the situation and condition about the story being told.

A Second part of a narrative text is called complication. This part of narrative text employs the series of events that happened to the characters. The main problem faced by the main characters will be introduced here, and it started to lead to the climax. The problems presented might be simple or even complicated (Derewianka: 1990). It will be described how the characters, both the main and supportive characters deal with the problems. The problems are usually the representative of problems faced by people in their daily life.

The last part is called resolution. A Satisfying story has this part of the narrative text (Derebianka, 1990). The conflict starts to find the solution. Whether it will be ended happily or even sadly. In the Fairy tale the resolution part mostly has a happy ending. The problems faced by the characters are successfully resolved. Meanwhile in narrative text like fable and legends are usually ended by including moral value as the learning value for the readers. It could be stated implicitly or explicitly.

In terms of language features, narrative text employs these following characteristics (Knap & Watkins, 2005):

- Use past time. Example: *there **were** three bears who **lived** in a house in the forest*
- Use third personal pronoun or first personal pronoun. Example: ***she** found three beds*
- Use time conjunctions. Example: ***Once upon a time** there were three bears who lived in a house in the forest*
- Use actions verbs and temporal connective (then, after). Example: ***Then** the three bears **went** upstairs*

Text Analysis Through Systemic Functional Perspective

Analyzing text could be done using Systemic functional linguistics perspective. Through SFL a text will be analyzed not only about the grammatical structure but also about the context of meaning or the function of language (Setyowati, 2016; Shieh & Lin, 2011; Suryatini, 2014). According to Halliday (in Setyowati; 2015) in SFL there are three components of meaning-making, namely ideational (experiential) meaning, interpersonal meaning, and textual meaning. These components will be discussed further as follows:

Interpersonal Metafunction in Narrative Text

Interpersonal metafunction investigates the interaction between speakers and listeners or between writers and readers (Butt, et.al, p. 86, 2000). It covers how the participants in the story taking their stances. Through interpersonal metafunction, we can guess the relationship between writers and readers, as well as a relationship between participants involved in the text. It is done through analyzing subject-finite relationship (mood block type) modality and personal pronoun appear in the particular text. Understanding the type of mood enables us to take role while exchanging meaning, whether we have to make a statement, given the question, or give a command (Thompson, 2014). Whereas understanding type of modality enables us to build positive or negative judgment of particular thing, or even making a decision as well use power in exchange meaning. Here will be discussed further about a type of mood, modality and personal pronoun that usually appear in the narrative text.

Type of Mood

Mood is defined as the form of clause found in dialogue or text (Luardini & Asi, 2014). It deals with the relationship between subject and finite. There are three types of mood to exchange meaning in English. They are declarative mood (statement), the interrogative mood (question), and the imperative mood (command) (Eggins, p. 145, 2004). The Declarative mood is assigned as to give information; interrogative mood is employed in demanding information, while imperative mood is used to demand goods and services.

In narrative text, type of mood that often appears is a declarative mood. It has been scrutinized in some research about narrative text analysis (Luardini & Asi, 2014; Setyowati, 2016). Declarative clauses in narrative text are mostly structured by: Subject + finite / predicator (+ object + adverb).

Interrogative mood might happen in narrative text, but it is only in limited number (Luardini & Asi, 2014; Setyowati, 2016). It is usually happened in the verbal process, when the reported speech in the form of a question is employed in the text. It only appears in few numbers of clauses as the interaction happened between writers and reader is exchanging information. The writer provides information about what is going to happen to the characters in the story. Meanwhile, the readers play as the information receiver. It is in line with the social function of narrative text in which it entertains the readers by providing information about the existence of the characters and how they cope with the problems.

Type of Modality

The second analysis in terms of interpersonal metafunction is about the modality that might appear in narrative text. Modality is grammatical expression of the subjective attitudes and opinions of the speakers (participants) including possibility, probability, necessity, obligation, permissibility, ability, desire, and contingency (Jhonson, 2011). Analyzing modality in text enables the readers to know about the relative status (Setyowati, 2016). It means that by looking at the modality used in the text, we will know whether or not there is an equal power and knowledge having by the participants or characters in the text. Moralization and modulation determine the authorities having by the characters in the story (Luardini & Asi, 2014)

There are two kinds of modality in interpersonal metafunction. They are modalization and modulation. According to Tantra (in luardini & Asi, 2014) modalization is modality that express positive and negative possibilities habitual such as probability and usually. Whereas, modulation is proposal modality such as intensity and obligatory that use in imperative or offering forms, for example the use of “must”. The author can give such a high power to particular character through the existence of modal “must”. This type of modulation has high degree to obligate something to other people (Setyowati, 2016). Therefore the character that proceeds by this modulation will has high authority or power.

Personal Pronoun

Personal pronoun that is used in the narrative text is dominated by the third personal pronoun (Luardini & Asi, 2014; Setyowati, 2016). It means that the writer is the one that knows everything, the one that introduces the characters, describes the events or problems, and determines the ending (resolution). The use of the third personal pronoun in a narrative text has been investigated through a research that conducted by Setyowati (2016). It was concluded that 83% of pronoun that appeared in a narrative text being analyzed is third personal pronoun. Third personal pronoun includes he, his, him, she, her, it, its, they, their, and them. Aside from third personal pronoun, first personal pronoun such as “I” might appear in a narrative text. It is presented in a narrative text when the story tells about the writer’s personal narrative. So in this narrative text, the writer is the main character.

Experiential Metafunction in Narrative Text

The second analysis of grammatical features in a narrative text is experiential or ideational metafunction. Experiential metafunction deals with how language expresses or represents the external and internal world process such as events, thoughts, belief, and so forth (Thompson, 2014). In narrative text, experiential metafunction reveals how the author presenting the ideas. It gives more emphasizes on what is happening to the characters through transitivity analysis.

Transitivity analysis deals with participants, processes, and circumstances involved in a text (Thompson, 2014). The analysis of transitivity components will be discussed further in this following discussion:

Processes and Participants in Narrative Text

In English, there are 6 types of processes. They are material, mental, verbal, relational, behavioral, and existential (Thompson, 2014). Process is an important element in transitivity, because it will determine the role of other elements (participants and circumstances). Process is typically expressed by verbal group.

In a narrative text, there are four types of processes that mostly appear, namely material, mental, verbal, and relational process (Luardini & Asi, 2014; Suhatini, 2016; Suryatini, 2014).

Material

The material process involves physical actions. It deals with “doing” or “happening”, therefore the verbs used to express this process is called as “doing the word”. In the material process, the participants called as “actor” and “goal”. The actor is the “doer” of the process, the one that performs and initiate the action. Meanwhile, the goal is the “done to” or the one that given the action for. There are other participants that might involve in material process, namely “beneficiary” and “scope”.

Mental

Mental process deals with the internal world of mind, therefore it also called as the process of sensing, seeing, wanting, feeling, and thinking (Thompson, 2014). The participants included in this process are sensor and phenomenon. Sensor is the one that feels the world's view, the doer of the process. Whereas, a phenomenon is the entities that act like participants in a material process. The phenomenon could be in the form of the person, a concrete object, an abstraction, etc., or it also could be a nominal group or additional clause (Thompson, 2014; Butt, et al, 2000).

Verbal

Verbal process deals with bringing the inner world outside by speaking (Butt et al, 2000). The verbal process relates to saying activities, it is typically used to talk about what someone or something says. The participants involved in this process are sayer, receiver, and verbiage. Sayer is the doer of the saying. The receiver is the one that receives the saying or speech addressee. Whereas verbiage deals with what is being said or told, it a story, is it an anecdote or is it about lecturing (Thompson, 2016). The verbiage could be in the form of nominal group or additional clause.

Relational

The relational process is divided into relational attributive and relational identifying. In relational attributive, the participants are the carrier (the entities that carry the attributive) and attributive. While in relational identifying the participants are token (specific participants) and value (general participants that give the value of token) (Thompson, 2014).

Circumstances

Circumstance mostly expressed by the adverbial group or prepositional phrases or it is like circumstantial adjunct in interpersonal metafunction. It usually gives us information about time, place, and manner in a text. In narrative text type of circumstances that mostly appear are circumstance about location (such as: in a forest, in a house, etc) and time (such as one day, once upon a time, long time ago, next, then, etc).

Textual Metafunction in Narrative Text

To analyze this metafunction of language, we use terms *theme* and *rheme*. Atheme is defined as what message is all about (Halliday, 1994:38). So the theme is an initial part of the clause that functions as a sign of the message that the speakers or writers try to deliver. Rheme is defined as an element that tells us about the theme. Rheme will give us more information about the theme being involved. Therefore, the theme always precedes rheme. There are three types of theme, topical theme, textual theme, and interpersonal theme. Each theme has different function or role. The topical theme might contain participant, circumstance, or process. Instead, the textual theme might consist of conjunctive, continuatives, conjunctive adjunct, or wh-relatives. And the interpersonal theme might contain vocatives, modal adjuncts, finite elements, and wh-question words. In narrative text, thematic structures that dominantly used are topical and textual theme (Luardini & Asi, 2014). In terms of thematic progression, narrative text is commonly employed three kinds of thematic progression, namely constant progression, linear progression, and concentrative progression (Shieh & Lin, 2011).

Problem Solving Approach in Education

In pedagogy, problem-solving approach firstly used in the medical field (Schmidt, 1983). It is used to train novice doctors before they practice their own knowledge in the real workplace. In language pedagogy, there is still a limited number of research that employed this approach especially in writing (Doghonadze & Gorgiladze, 2008). Whereas, education practice in this era needs to be shifted from teaching to learning that enables students to have a cognitive connection, social connection, and experiential connection (Hussein, et.al, 2012). One of instructional approach that fulfills this demand is problem-solving approach. Problem-solving approach has been investigated in improving students' skill in writing ability. A research conducted by Hussein, et.al (2012) showed that this approach improves students' writing in terms of content, grammar, and organization. Besides, a research conducted by Gorgiladze (2005) reported that this approach does not only enable students to have core knowledge of English but also have the skills to be a long life learner.

This learning approach is the combination of task-based learning and problem-based learning. Task-based learning is believed to empower students to develop their communicative skill (Ellis, 2003), train students' linguistic competence as well as provides experiential learning (Hussein, et.al, 2012). Meanwhile, problem-based learning provides opportunities for students to develop cognitive, social & experiential Connection (Cross, 1999), extensive and flexible knowledge (Derry, et.al 2002) as well as self-directed learning skills (Hmelo & Lin, 2000).

There are some benefits that can be reached by implementing this approach in EFL classroom. According to Doghonadze & Gorgiladze (2008) those benefits are gain new & flexible knowledge (knowledge of language) independently, develop higher level of cognitive skills, learn material and improve their writing, share ideas & knowledge construction through collaborative problem solving, develop communicative skills, creativity, critical thinking and solutions, gain & learn values (social, ethical and moral values).

Under the rationale above, Problem solving approach is proposed to recover students' problem in writing a narrative text. Through socio-cognitive perspective and scaffolding knowledge, it is hoped that this approach will improve students' communicative skill and learning strategy, especially writing strategy.

METHODOLOGY

This research employed qualitative research design. It used descriptive qualitative design research. This research

aimed to identify the problems appeared in student's narrative writing in terms of social function generic structure, language features through the analysis of the three metafunctions, namely interpersonal, experiential, and textual meaning. The population was 38 students' narrative writing. The sample was selected using the purposive method. One text of student's narrative writing was employed in this research as a research data. The sample represented general problem faced by majority students in the writing class. The student's text was analyzed using systemic functional linguistics perspectives to identify the problems and difficulties in determining social function, generic structure, and linguistic features of the narrative text. Then the data analysis results were coded into themes to drive interpretation and conclusion.

FINDINGS AND DISCUSSIONS

Student's Problems in Narrative Writing Based on Systemic Functional Perspectives

The data employed student's narrative writing entitled "Prince Khana". In this writing task students' developed the story about an ugly giant lizard which was a prince in real. He was being cursed by his father because of his bad attitude. The story was ended happily as one of the farmer's daughters was willing to marry him. Then he transformed into a human and they happy with their small family (the detail of students' writing was presented in the appendix). In writing this story, the student was quite good in sequencing the events and provided a clear resolution of problems faced by the characters. However, in terms of interpersonal, experiential, and textual meaning, the student still find difficulties. These following discussions will present an analysis of student's problems in writing narrative text in terms of generic structure and the three metafunctions.

Orientation

Orientation part of narrative text cover the time, place and the participants in the narrative text (Derevianka: 1990). The student's narrative writing developed story about "the ugly giant lizard". At the beginning of the writing, the student provides orientation part that tells the reader about the place and the characters being involved. The writer stated that the place is located *in a small village*. Meanwhile, the writer employed 5 characters. One main character that is prince Khana or the *ugly giant lizard*, and four supported characters namely *the farmer, flowery, stars, and queeny*. Unfortunately the writer does not provide the time.

Complication

This part of the text involves the sequence problems faced by the characters (Knap & Watkins, 2005). In this text, the problems were presented in sequence order. It is proven by the time conjunction used, such as *one day* and *then*. The problem arose when the farmer met the ugly giant lizard and asked to marry her daughter. Another problem also happened when the farmer told his daughter about this problem. It began to decrease when the third daughter, Queeny agreed to marry the ugly giant lizard. In general, the complication is clear and well developed.

Resolution

This part of the text discussed the solution of the problems. The problem started to resolve by the willingness of Queeny to be a wife of the ugly giant lizard and the lizard transformed into a perfect human. The writer develops a happy ending story. As at the end, they got married and had a happy family. So ,in general, the student provided a quite good ending as it very clear and all the problems are resolved.

Interpersonal Metafunction

This session discusses the error of student's writing in terms of interpersonal meaning. Interpersonal meaning employs the relationship between the writer and the readers. This relationship is shown through the type of mood, modality and also personal pronoun stated in the text. Therefore this session provides error analysis in terms of mood (subject- finite relationship), modality (probability, intensity, and obligation). The problems in each clause will be analyzed in these following discussions.

The First Daughter Named is Flowery

The First Daughter	Named	Is	Flowery
Subject	Finite (past)	Finite (present)	Complement
Mood			Residue

There are two finite in one clause, *named* and *is*. It should be one finite in one clause. In addition, this narrative text required past tense. So the clause above should be "the first daughter name was flowery". The similar problems have also happened to the two precede clauses "The second daughter named is starsy" and "the third daughter named is queeny". These two clauses should be change into "the second daughter name was starsy" and "the third daughter name was queeny".

Flowery and Starsy are a Lazy Girl

Flowery and Starsy	Are	A Lazy Girl
Subject	Finite: present (tense error)	Adjunct
Mood	Residue	

The clause above has a *tense* error; the finite "are" should be presented in the past form. Besides the problem is also happened in the use of article "a", it should be omitted and the word girls should be in plural form since the subject is plural. Therefore the clause form should be "flowery and starsy were lazy girls".

Another error in tense is also happened to some words or finite such as in clause "but queeny is a diligent girl". It should be changed into "but queeny was a diligent girl". The same case also happened to some verbs or finite "go", "start", say, is, tell, make, become, and get". Those verbs should be stated in past form.

Suddenly Come the Ugly Giant Lizard

Suddenly	.....	Come	The Ugly Giant Lizard
Comment adjunct	Subject (missing)	Finite	Complement
Residue	Mood	Residue	

The clause above misses the subject. A clause should have at least one subject. In developing this clause, a student might be interference by the L1 structure. In Indonesian, this type of sentence might omit the subject and employs the ugly giant lizard as the subject. However, in English, it needs the presence of dummy "it" or "there" as the subject. Besides the finite "come" should be presented in the past form, so the clause will be "suddenly it came the ugly giant lizard".

Yeah, I'm seriously

Yeah	I	Am	Seriously
	Subject	Finite	Adjunct
Residue	Mood		Residue

The clause above has a problem with the adjunct. The type of adjunct employed after to be should be in the form of an adjective that modify the noun (in this case is "I"). However, the adjunct used in the clause is identified as the adverb (seriously) that is usually used to modify a verb. Therefore the right clause will be "yeah, I am serious".

What this Terrible?

What	This terrible
WH-adjunct	Finite (missing)	Subject
Residue	Mood	

The clause above is defined as incomplete clause since the finite is missing. The clause is the interrogative mood in which the structure should be: WH-interrogatives + Finite + Subject. However the clause only provides the WH words an adjective, therefore it should be in the form of "what is the terrible thing?".

And their go to the Kingdom

And	Their	Go	To the kingdom
Adjunct	Subject (pronoun error)	Finite	Adjunct
Residue	Mood		Residue

The clause above has a problem with the personal pronoun. A Subject of a clause should be in the form of personal pronoun such as I, you, they, we, he, she, it. However, the clause above stated the possessive pronoun without precede by the noun. Besides the finite "go" should be presented in past tense since the narrative text required the past tense verb. Therefore the right clause might be "And they went to the kingdom".

I can to be a king

I	Can	To be a king
Subject	Finite: modalization	Complement

The clause above experiences modalization. It is signed by the use of probability namely "can". Unfortunately, it becomes problematic by the use of to precede the modal. Whereas modal always followed by a pure verb. Therefore, the word "to" should be omitted in this clause. Then the suitable clause will be "I can be a king".

Because his Very Bad Boy

Because	His	Very Bad Boy
Adjunct	Subject (pronoun error)	Finite (Missing)	Adjunct

The problem happened in this clause is the finite. The writer does not stated finite,. Whereas finite is an important part of a clause. There should be finite "was" in this clause. The subject also has personal pronoun error. The personal pronoun that should be stated there is "he" that refers to the prince Khana or the ugly giant lizard as the main character. Therefore the clause might become "because he was a very bad boy".

And some Years Later will come a Daughter and a Son in Small Family

And some Years Later	.....	Will come	A Daughter and a Son	In this Kingdom
Adjunct	Subject (missing)	Finite (tense error)	Complement	Adjunct

Problem happened in this clause is about subject missing and tense error. As the subject is the important part of a clause there should be subject “it” or “there” to complete the clause. Besides, there should be no future tense in narrative text, except in direct speech. But the clause is presented in indirect speech, so the tense used should be in past form. Therefore the good clause might become “and some years later, there came a daughter and a son in this kingdom.”

Experiential Metafunction

Experiential metafunction deals with the idea of the text. Here it is developing the participants, processes, and circumstances of the text. This following discussion presents student’s error in those areas.

And the Farmer tell about the Story of the Ugly Giant Lizard

And	The Farmer	Tell	About the Story of the Ugly Giant Lizard	.....
	Sayer	Process: verbal	Verbiage	Receiver (missing)

The clause above employs a verbal process. It is signed by the verb “tell” as one of verbal processes. In the verbal process, the participants consist of sayer, verbiage and receiver. Sayer is the one who says the message or the doer in material process. While, the verbiage is what the message tells about. And the receiver is the one who receives the message. The clause above has a problem with the participant, especially the receiver. It is not stated who receive the message. Therefore the suitable clause might be “And the farmer told the story of the ugly giant lizard to his daughters”.

He get A Punishment for his Father

He	Get	A punishment	For his Father
Actor	Process: material	Goal	Circumstance: cause (preposition error)

The clause above employs material process. It is proven by the use of the verb “get”, it involves the physical movement. But it should be presented in the past form. The clause above has a problem with the circumstance since it employs the wrong preposition “for”. Whereas the type of circumstance needed is “cause circumstance”, so it would be better to change the preposition in to “from”. Then the right clause might become “he got a punishment from his father”.

Because his Very Bad Boy

Because	His	.....	Very Bad Boy
	Carrier (pronoun error)	Process: relational attributive	Attribute

This clause uses relational attributive process. It should be a verb “was” stated there. Therefore it belongs to the relational attributive process. The problem of the clause has also happened to the participants; especially the carrier. It should be in the form of the personal pronoun form not possessive pronoun. Therefore the ideal clause will be “because he was a very bad boy”.

When you to be My Wife

When	You	To Be	My wife
	Senser	Process:(error process)	Phenomenon

The clause has a problem in process. It should be stated “become” as the process, it is because it closely relates with the mental process, in which Queeny has the willingness to be the ugly giant lizard’s wife. Therefore the suitable clause will be “when you become my wife”. The process is presented in present form because this clause is a direct speech.

The same problem is also happened in the clause “And there to be a king and queen”. There has to be stated process “become” to replace word “to be” as it employs mental process. Besides the senser should be change in to “they” as it employs personal pronoun, therefore the best clause might be “and they became a king and queen”

Textual Metafunction

Textual metafunctions deal with how writers develop the clauses into cohesive text. Therefore the writer employs textual, interpersonal, experiential themes, and thematic progression to gain text cohesion. These following discussions will present student’s error in developing their narrative writing into cohesive text.

Suddenly come the Ugly Giant Lizard

Suddenly	Come (present)	The ugly giant lizard
Interpersonal	Experiential		
Theme	Rheme		

The clause above in multiple themes case because it employs interpersonal and experiential meaning as the themes. The theme of the clause above is incomplete since the experiential theme is missing. An experiential theme might be in the form of participant, process, and circumstance. The missing theme in clause above needs participant role, so the suitable clause might be “suddenly, it came to the ugly giant lizard”.

Same with Me

....	Will be same with Me
Theme	Rheme

The problem of missing theme happens in this clause as the clause only consists of rheme. It should be a topical theme that involves participant as the theme. So the suitable changing in this clause to complete the theme is “It will be same with me”.

Flowery Answered “No”

					Flowery Answered No
Theme 1	Rheme 1	Theme 2	Rheme 2	Theme 3	Rheme 3

The problem of missing information has happened in this clause. Since there is no precede questions before the respond of flowery is employed. The missing information might involve several themes and rhemes, and it might be added with this kind of information “Will you marry him? Asked her father to flowery, but flowery answered no”

Because his Very Bad Boy

Because	His	Very Bad Boy
Textual	Experiential		
Theme	Rheme		

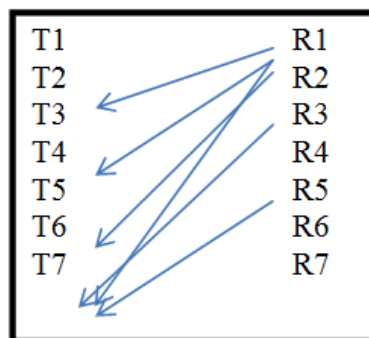
Incomplete rheme happened in this clause since there is no verb stated in this clause. It should be nominal verb such as “was” to complete the rheme information. Besides, the problem of an experiential theme has also happened. There should be a participant that indicated by the personal pronoun as the experiential theme. Therefore the suitable clause might be “because he was a very bad boy”.

And Some Years Later, will Come A Daughter and A Son in A Small Family

And some Years Later	.....	Will Come a Daughter and a Son in A Small Family
Textual	Experiential	
Theme		Rheme

The clause above has multiple themes namely textual and experiential themes. Unfortunately, the experiential theme is missing. There should be a participant that indicates the experiential theme. Therefore the suitable clause might be changed in to “and some years later, it came to a daughter and son in a small family.

In terms of thematic progression, the students use a multiple themes in developing the theme and cohesion. The sample of the thematic progression in this text is presented in this following analysis of a paragraph thematic progression.



Problem Solving Approach as the Pedagogical Implication

This paper tried to propose pedagogical implication namely problem solving approach. Problem solving has been investigated to develop students’ socio-cognitive skill, thus it is appropriate to train them to be able produce good narrative writing and develop writing strategy (Doghonadze & Gorgiladze, 2008). While a research conducted by Hussein, et.al (2012) showed that this approach improves students’ writing in terms of content, grammar, and organization. Besides, Gorgiladze (2005) reported that this approach does not only enable students to have core knowledge of English, but also have the skills to be a long life learner.

This learning approach is the combination of task-based learning and problem-based learning. Task-based learning is believed to empower students to develop their communicative skill (Ellis, 2003), train students’ linguistic competence as well as provides experiential learning (Hussein, et.al, 2012). Meanwhile, problem-based learning provides opportunities for students to develop cognitive, social & experiential Connection (Cross, 1999), extensive and flexible knowledge (Derry, et.al 2002) as well as self-directed learning skills (Hmelo & Lin, 2000).

Under the rationale above, Problem-solving approach is proposed to recover students’ problem in writing a narrative text, especially for students in Grade XI Senior High School 1 Lirik, Riau. Through socio-cognitive perspective and scaffolding knowledge, it is hoped that this approach will improve students’ communicative skill and learning strategy,

especially writing strategy. However, this approach might not work in other learning situation and environment. Therefore teacher should consider about the aspects of learning such as students' background knowledge, students' different needs, learning environment, learning goal, and so forth.

Due to the time constraints and a large number of students involved in this teaching and learning process, the teaching and learning process using problem-solving approach will be divided into three meetings. The first meeting will be a focus on building students linguistics knowledge (communication skill) through task-based learning. While the second and third meeting will be focused on improving students' writing strategy through problem-based learning.

There are some requirements that need to be implemented in applying problem-solving approach to recover students' problem in narrative writing. First, this learning approach requires collaborative learning, because writing involves soci-cognitive process (Flowers' in Myles, 2002). Therefore in this writing class, the students will be divided into 9 groups consisting 4 or 5 students in each group. Each group will consist of low achiever and high achiever students. It enables students to learn collaboratively, as the high achiever students will help the low achiever students during the learning process (Grabe & Kaplan in Myles, 2002). Second, the materials used in this instruction should be authentic and scaffold students' knowledge. Therefore the materials used are taken from students' previous writing. The exercises used also presented to scaffold students' knowledge. Thus the students are given exercises from easy to difficult. Third is about the role of teacher and students. This approach believes in student-centered approach. Therefore students will be active learners, while the teacher plays as the facilitator and guidance.

Steps of Problem Solving Approach in Writing Class Will Describe as Follows

Meeting 1 (Task-Based Learning)

This first meeting will be focused on task-based learning. In this phase, there will be two main activities involved. First is introducing the ill-structured problems to students. Each group of students will be given a piece of paper that contains of some major problem faced by students in writing a narrative. This paper was selected by the teacher from the students' previous writing text. As it stated by Hussein, et.al (2012) in problem-solving approach, the problem being introduced to students should be authentic and might consist of several alternative responses. Therefore students' previous writing will be used as the problem that should be found the solution during the learning.

In this meeting, students will be given scaffold exercises from easy to difficult to be answered. There will be three kinds of exercises. First is a vocabulary exercise. In developing vocabulary exercise the teacher needs to focus on the vocabulary being discussed. The topic of this meeting is about writing a fairytale story. Thus, the teacher needs to employ most frequently used vocabulary in writing fairytale story, for example, princess, prince, kingdom, once upon a time, and so forth. The vocabulary exercises should also be presented in the context of a sentence rather than the only list of words. Second is grammar exercises and third is a generic structure of narrative exercises. These two exercises should be authentic and contextual. Grammar exercises should be focused on tense that used in narrative writing, such as past tense. The generic structure exercises should also be focused on building students' understanding in identifying the orientation, complication, and resolution of narrative text. These three kinds of exercises are chosen because they are the major problems that are found in the text analysis. Therefore by giving these tasks, it is hoped that students will make improvement in their linguistic knowledge.

Meeting 2 (Problem-Based Learning)

This meeting consists of three different stages that will scaffold students to find the solution to their problems in writing a narrative text. The description of each stage will be described in the following discussion:

Stage 1: Students work in a group to discuss the solution of the problem. Students are asked to go back to their own team or group. In this phase, it will start the process of finding the best solution of the problems they have. They have already had background knowledge from the previous meeting about vocabulary, grammar and generic structure of narrative text. This background knowledge will be beneficial for them in constructing an appropriate solution.

Stage 2: Teacher gives small input to students. Even though this approach believes in student-centered approach, teacher's input still considers important. As it stated by Blanton (in Myles, 2002) language instruction should provide adequate input in the form of native-like from the teacher through modeling and little explanation. Therefore in this stage, a teacher provides the small input about vocabularies, grammar, and generic structure of narrative text through modeling or giving related examples from the previous meeting.

Stage 3: The students do small research in the group. They are invited to surf the internet in order to get more information about grammar, vocabularies, and narrative text. It is necessary to be considered because by doing their own research; students will develop their self-correction and regulation to improve their writing strategy (Myles, 2002). This phase should be guided by the teacher. A teacher will provide trusted and recommended website to be used by the students during the research.

Meeting 3 (Problem-Based Learning)

Stage 4: In this phase, students present the solution in a group based on the research they have done. While the Teacher and the other classmates give response and feedback towards students' presentation. Teacher's feedback is essential in this teaching and learning process, because without any feedback on mistake and errors from a teacher, improvement will not be reached (Myles, 2002). Then, individually, students make writing outline based on the discussion result. This outline should be corrected and given feedback by the teacher. Then as homework, the students will develop the writing outline that has been revised into a good narrative writing.

Stage 5: The meeting is ended by doing reflection. The teacher shows students how to conclude the importance concept by asking some questions. It is worth to be conducted because reviewing and recalling some important concept will strengthen nerve connection that enables students to remember the concept longer (DePorter, et.al, 2002)

CONCLUSIONS

In conclusion, the student's mistake in writing a narrative majorly happened in using past tense. Some problems are also happened in determining the participants or subjects, pronoun, modality, and empty theme rheme. These problems might be caused by the L1 interference. The student does not accustom to use English pattern that is not stated in Indonesian, for example, the use of "there" and "it" as the subject. There is no such kind of thing in Indonesian. Therefore teacher needs to emphasize these problems in the teaching and learning process. Problem-solving approach is proposed to overcome the problems, by employing task-based and problem-based learning. This approach is hoped to improve students' communicative skill as well as the writing strategy. However, a further research about implementing the problem-solving approach as the pedagogical implication of students' problems in writing narrative text analysis needs to

be conducted to get real description of the success of the approach.

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